

## **KENTUCKY DEPARTMENT OF EDUCATION**

### **STAFF NOTE**

#### **Review Item:**

Update on use of TELL Kentucky Survey data

#### **Applicable Statute or Regulation:**

KRS 156.557, 703 KAR 5:222

#### **History/Background:**

***Existing Policy:*** TELL Kentucky is a statewide survey of school based educators to assess teaching conditions (Time, Facilities and Resources, Community Support and Involvement, Managing Student Conduct, Teacher Leadership, School Leadership, Professional Development and Instructional Practices and Support) at the school, district and state level. The survey was administered for the first time in May 2011 and 42,025 teachers participated representing eighty percent of all teachers in Kentucky. The TELL survey results provide valuable data for school, district, and state policymakers based on input from those that research has shown to be the most valuable in improving student achievement and teaching conditions for practicing educators in our schools. School-level data are available for schools that reached the minimum response rate threshold of at least fifty percent in order to have their own data available.

Kentucky Department of Education (KDE) staff from the Office of Next-Learners presented at the August 3-4, 2011 Kentucky Board of Education (KBE) meeting on the survey results and possible policy implications that arose from the data analysis. In December of 2011 KDE and New Teacher Center staff presented summary data findings to the Interim Joint Committee on Education.

At the April 4, 2012 meeting, the final report on the 2011 TELL Kentucky Survey and activities related to the use of the survey data in Kentucky districts and schools will be presented. Specifically, KDE will share how the data will be used to support persistently low-performing schools.

The data from the TELL Kentucky Survey will inform policy recommendations to the Kentucky Board of Education in the areas of use of time, facilities/resources, community support and involvement, managing student conduct, teacher leadership, school leadership, professional development and instructional practices/support.

703 KAR 5:222, last acted on by the board in February 2012, requires Priority and Focus Districts to use a variety of relevant sources of data that shall include perception data gathered from the administration of a valid and reliable measure of teaching and learning conditions to inform the needs assessment required by the Commonwealth District Improvement Plan.

**Impact on Getting to Proficiency:**

The TELL Kentucky initiative provides Kentucky educators, stakeholders, and policymakers data to make informed decisions to improve the teaching and learning conditions in all Kentucky schools. Specifically, the Kentucky Department of Education will use this data with the lowest performing schools for targeted intervention as referenced in 703 KAR 5:180. Finally, the results of the TELL Kentucky Survey will provide key data points supporting potential policy decisions.

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Commissioner of Education

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